

Syllabus: Religion and Sustainability (Rel 2071), Fall 2023

Class Time: Tu 4 (10:40 a.m. – 11:30 a.m.)/Th 4-5 (10:40 a.m. – 12:35 p.m.)

Class location: FAB 103

Prof. Erin Prophet

eprophet@ufl.edu * 352-392-1625

Office Hours: Tu. 3-4 pm/Th. 4-5 pm or by appointment, Anderson Hall 130 or online

T.A. Brahim Afrit

b.afrit@ufl.edu

Office hours: By appointment



Why are we as a species destroying the very basis of our survival and existence?

—Vandana Shiva¹

Today's environmental crisis demands that we reconnect with the core principles of balance and harmony between the human, natural and spiritual realms.

—R.D.K. Herman²

Course Catalog Description: Examines the relationship between religion and sustainability and explores how the world's different religious traditions address the social, economic and environmental dimensions of sustainability. Topics include social and environmental justice,

¹ Shiva, Vandana. *Earth Democracy: Justice, Sustainability and Peace*. South End Press. 2005. p. 111.

² Herman, R.D.K. "By Their Fruits Ye Shall Know Them: Religion as Practice" pp. 15-40 in S. E. Silvern and E. H. Davis (eds.), *Religion, Sustainability, and Place*, https://doi.org/10.1007/978-981-15-7646-1_2. p. 36.

sustainable consumption and sustainable agriculture. Case studies highlight multiple religious perspectives, especially in Latin America and south Asia. (H) (WR)

Role in Curriculum

This course serves as an elective for Religion majors and minors. It is also a core humanities course for Sustainability Studies majors and a cluster course for UF's Sustainability minor, and provides Humanities General Education credit.

Prerequisite

Achieving sophomore status.

Humanities Credit

This course meets the requirements for the University of Florida's Humanities credit. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit.

Course Objectives

1. Students will understand and learn to effectively communicate the concept of sustainability, the practical issues it involves, and the interdisciplinary nature of its concerns, with particular attention to humanistic dimensions;
2. Students will learn how religion relates to core aspects of sustainability, including its ecological, social, and economic dimensions;
3. Students will learn how diverse cultures, religious traditions, and local communities address problems of sustainability;
4. Students will be able to evaluate the role and effectiveness of a broad range of methods, theories, perspectives, and frameworks relating to humanistic and religious approaches to sustainability;
5. Students will learn to approach concrete problems, including the case studies addressed in course readings and discussions, in a holistic manner that benefits from interdisciplinary knowledge, systems thinking, and broad stakeholder engagement.
6. Students will learn to effectively and logically communicate their own perspectives and views of various philosophical, religious and moral positions orally and in writing.

Assignments and Grading

1. Attendance and Participation—20%: To achieve full credit for participation, students should be consistently prepared, engage in discussion and activities, actively take notes, and offer informed questions and comment. Assigned participation activities may include oral presentations and weekly quizzes on the reading content.

2. Blog Postings—10%: Students are required to submit six blog posts of varying length (see assignments) on assigned readings (and films).

3. Book Reflection—10%: Read one of the assigned optional books or another agreed upon by the instructor. Write at least 1000 words reflecting on the book and engaging the course theories and readings. Complete citations are required. Participate in group discussions about the reflections.

5. Exams—Midterm (15%), Final (30%): There will be two examinations in the course. The midterm covers all course material up to that point, focusing on key terms, ideas, and theories. The final examination, which will be taken during finals week, will be cumulative.

6. Case Study—15%: Each student will prepare a 1500-word case study, analyzing and applying course theories to a sustainability-related issue. A research proposal is required, outlining the proposed topic.

7. Extra Credit: There will be extra credit opportunities announced in class or via the Canvas Announcements feature. Extra credit opportunities usually involve attending an event on campus or in Gainesville that engages sustainability, religion or both.

Assignment	Percentage Weight
Attendance and Participation	20%
Blog Posts	10%
Book Reflection	10%
Case Study	15%
Midterm Exam	15%
Final Exam	30%
Total	100%

Grading Rubrics for Writing Assignments

Blog Postings: Each reflection must do the following: detail the arguments, evidence, and critical assertions made in the assigned course readings, films and websites. If multiple articles are assigned, students should mention each reading and put the readings in conversation with one another. Each blog post must include complete bibliographic references for any cited readings. The reflection should also pose at least two critical questions for discussion. With the exception of the footprint reflection, the following standard will be used: 10 points are possible: 1 for submitting at appropriate length; 3 for detailing the arguments, evidence and critical assertions made in the assigned readings or film; 2 for putting the readings in dialogue; 2 for appropriately citing sources and including complete references, 1 for posing critical questions, 1 for commenting substantively on another student's post.

Book Reflection

An issue review of at least 1000 words that puts the student's chosen book (or book chapters) in conversation with course readings. You must cite at least three course readings in text and include complete bibliographic references. Submit the reflection on paper in class as well as on

the course Canvas site in Word to receive credit for the assignment. The paper will be graded as follows:

1. Clearly describes the arguments and scope of the book (or book chapters) being reviewed (35 points).
2. Engages any published reviews or criticisms of the book (10 points).
3. Puts the book in dialogue with course readings and theories, citing at least three course readings (or three separate textbook chapters) (35 points).
4. Appropriately cites sources with in-text, author-date format (10 points).
5. Includes a reference list of all cited sources, using APA style (10 points).

Submit the paper in a Word document on the course Canvas site and in a physical paper copy in class to receive credit for the assignment.

Case Study

The case study must be at least 1,500 and not more than 2,000 words. It must 1) describe, in detail, a current sustainability-related issue; 2) examine the pros and cons of one or more solutions; 3) discuss the issue and proposed solutions with respect to one or more ethical systems, drawing on the course materials; 4) discuss the relevance of ethical theories for decision making on the issue. The assignment is graded as follows:

1. A proposal for the case study with a list of at least five academic sources that are not part of the assigned readings and three assigned readings. The list must be formatted in APA style and approved before moving forward with the writing (10 points).
2. Clearly describes the sustainability issue being reviewed, including competing points of view (15 points).
3. Evaluates the issue in light of one or more ethical systems (20 points).
4. Shows how religious or philosophical systems relate to positions on the issue (15 points).
5. Assesses the pros and cons of one or more solutions (10 points).
6. Makes an argument applying the methodologies learned in the course (10 points).
7. Format: Printed double-spaced, in 12-point font, with standard one-inch margins all around (10 points).
8. Bibliography contains at least five scholarly print items (meaning university press books, academic journal articles, and similar) and is presented in APA style (10 points).

Papers are due on the due date, at class time. Late papers will be penalized and may not be accepted. Papers will be judged on clarity, flow, spelling and grammar as well as incorporating required material.

Extra Credit

Students attend an event or film and write an essay and reflection about it. The essay should incorporate thoughtful reference to at least three course readings, with references. These extra credit write ups must be turned in no later than the final exam. Essays will be judged by the same criteria as for other class writing assignments. Extra credit points are applied to the exam grade.

No more than two written extra credit assignments may be submitted.

Grading Policies

The course grading rubric follows the standard [UF grading scheme](#).

- A 94 to 100; A- <94 to 90; B+ <90 to 87; B <87 to 84; B- <84 to 80
- C+ <80 to 77; C <77 to 74; C- <74 to 70; D+ <70 to 67; D <67 to 64
- D- <64 to 61; E <61 to 0

Course Policies

Attendance and Participation

Attendance and participation are highlighted in this class. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#). Do not register for this class if you cannot attend on time. Tardiness harms your understanding of the material and disrupts the class. Please let the professor or TA know about any planned excused absences (for religious holidays, athletic events, or other reasons) as soon as possible, and at least 24 hours in advance. For unplanned absences (due to illness or emergency), please let us know as soon as possible and provide paper or electronic documentation (e.g., doctor's note) if possible. Absences due to illness will be excused with a physician note. While some absences are unavoidable, if you expect to be unable to make class on a regular basis, you must receive permission in advance. Make-up assignments will be provided for those with excused absences, and recordings *may* be available for students with excused absences.

Disability Policy

Any student with a documented disability seeking academic adjustments or accommodations (including those involving the use of technology) is requested to speak with me during the first two weeks of class. All such discussions will remain as confidential as possible. Students with disabilities requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The Disability Resource Center may be contacted here: 352-392-8565; www.dso.ufl.edu/drc/

Communication with Instructor

Please enable Canvas to forward all course announcements and instructor communications to your email so that you stay informed. You may also email me directly but communication through Canvas is preferred.

Use of Technology

During class, electronic devices may be used only for note-taking or participation in the course, such as accessing readings or completing online polls. Headphones may not be worn in class. Students who are misusing technology may be asked to switch to paper note-taking. Paper note-taking may actually lead to better comprehension: <https://www.thecut.com/2015/07/case-against->

laptops-in-the-classroom.html

Syllabus Agreement

The electronic (Canvas) versions of assignments and the syllabus are the most current. I reserve the right to change any of the reading assignments or the ordering of the lectures. The grading principles and requirements, however, will not change.

Policy on Class Recordings

Our class sessions may be audio visually recorded for students in the class to review and for enrolled students who are unable to attend. Students who participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, contact the instructor. If you are given access to course recordings, do not share them with anyone who is not registered in the class. Small group discussions in class will not be recorded.

Returned Assignments

Assignments will generally be graded no later than one week after they were due.

Late or Missing Assignments

Late assignments will be penalized and may not receive credit.

Academic Honesty and the Honor Code

Students are expected to uphold the highest standards of academic honesty and integrity. Students caught plagiarizing or cheating may fail the course. In addition, they will be reported to the appropriate university authorities. Please keep in mind that plagiarism does not consist only in copying verbatim someone else's material and presenting it as if it were yours. It also includes taking ideas (even paraphrased!) from an author without citation. Downloading material from the Internet or a generative AI site like ChatGPT and presenting it as if it were yours is a form of cheating and will also be subject to the same action. See the [policy website](#) for more information.

Canvas Reading Assignment Pages are Authoritative

Course reading assignments may be modified. The syllabus distributed at the beginning of class may be updated. The course reading assignment pages on Canvas are the operative and binding version, so to be sure of your assignment, check Canvas rather than the version distributed at the beginning of class. The course assignments and weighting will remain as they are in the syllabus, though due dates may be adjusted. Students should set up their Canvas account so that they receive instructor announcements via Canvas directly in their email.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations during the available interval. Summary results of these assessments will be available to students. Evaluations are completed at the [Gator Evals site](#).

Course Schedule and Reading Assignments

Day	Topic	Readings	Assignments
Week 1 Thu. Aug. 24	Syllabus and Student Learning Goals	Course syllabus	
Week 1 Thu. Aug. 24 (cont.)	Why Religion <i>and</i> Sustainability?	Optional: Hansen et al., " Response to review of global warming in the pipeline " Voosen, "We're changing the clouds" Gelles et al., " The Clean Energy Future Is Arriving Faster Than You Think "	
Week 2 Tue. Aug. 29	The State of the Planet	Ripple et al., "World Scientists' Warning to Humanity: A Second Notice" Excerpts from <i>The Bruntland Report</i> Wuebbels et al., " Highlights of...Climate Science Special Report," 2017 IPCC Executive Summary (skim). "	Before class: Go to Ecological Footprint Network www.footprintnetwork.org and determine your personal footprint. Due before class: Student query issues and goals
Week 2 Thu. Aug. 31	Connecting Religion and Sustainability	R.D.K. Herman, "By Their Fruits" Jenkins, "Sustainability Theory"	In class discussion: ecological footprints
Week 2 Thu. Aug. 31 (cont.)	Nature as Sacred in America	Taylor 2017, "The Sacred, Reverence for Life," "Thoreau" biography, ERN.	
Week 3 Tue. Sept. 5	What is Religion?	Bauman, Bohannon, and O'Brien, "Religion: What is it?"	Due: Blog post 1, 350-400 words on your personal footprint.
Week 3 Thu. Sept. 7	What is Almost Religion?	Zeller, "Quasi-Religious American Foodways"	

Day	Topic	Readings	Assignments
Week 3 Thu. Sept. 7 (cont.)	Religion and Society	Peterson, “Theorizing Religion, Social Movements, and Social Change”	
Week 4 Tue. Sept. 12	Is Religion to Blame?	White, “The Historical Roots of Our Ecologic Crisis”	
Week 4 Thu. Sept. 14	The Impact of the Lynn White Thesis	Sponsel, “Lynn White, Jr., One Catalyst...of Spiritual Ecology”	
Week 4 Thu. Sept. 14 (cont.)	Christianity and Nature	Christianity TBA Berry, “Christianity and the Survival of Creation” Optional: Catholic Bishops: “The Columbia River Watershed: Caring for Creation and the Common Good”	Group work 1: religion and society
Week 5 Tue. Sept. 19	Judaism and Nature	Vogel “How Green is Judaism?” Kaplan, “Will Religions Guide Us?”	Due before class: Blog Post 2 on religion and society
Week 5 Thu. Sept. 21	Sustainability and Buddhism	Buddhism, Encyclopedia of Religion and Nature (ERN);	
Week 5 Thu. Sept. 21 (cont.)	Sustainability and Hinduism	Ahimsa, ERN; TBA	Group work 2: on monotheism and sustainability
Week 6 Tue. Sept. 26	Sustainability and Islam	Islam and Environmental Ethics, ERN; Al Matin, “Green Deen”	
Week 6 Thu. Sept. 28	Islam: Case study	TBA	Due before class: Blog Post 3 on monotheism and sustainability
Week 6 Thu. Sept. 28 (cont.)	Anthropocentrism	Midgley, “Beasts, brutes and monsters”	
Week 8 Tue. Oct. 3	Animal Rights	Singer 1985, Regan 1985, “The Case for Animal Rights.”	Watch outside class: film TBA

Day	Topic	Readings	Assignments
Week 8 Thu. Oct. 5	The Land Ethic	Leopold biography, ERN; Leopold, “The Land Ethic.”	In class group work 3: animal rights and the land ethic
Week 8 Thu. Oct. 5 cont.	The Land Ethic (cont.)	Leopold, “The Round River”	
Week 9 Tue. Oct. 10	Nonanthropocentric religions	“Biocentric Religion,” ERN. Paper, “Anishnabeg Culture,” ERN Harvey, “Contemporary Paganism,” ERN	Due: Blog post 4 on animal rights and the land ethic
Week 9 Thu. Oct. 12	Nonanthropocentric religion (cont.)	Dark Green Religion TBA Gaia hypothesis Taylor 2010, “Radical Religious Reformation”;	
Week 9 Thu. Oct 12 cont.	Midterm review	Midterm review	Discuss Book Reflection Assignment
Week 10 Tue. Oct. 17	MIDTERM		
Week 10 Thu. Oct. 19	Case study: Yamuna River of Northern India	Haberman <i>River of Love in an Age of Pollution</i> (Exc. TBA)	
Week 10 Thu. Oct. 19 (cont.)	Case study cont.		
Week 11 Tue. Oct. 24	Earth Democracy and Sustainability	Shiva <i>Earth Democracy</i> (Exc. TBA)	
Week 11 Thu. Oct. 26	Consumption	Guha, “How Much Should a Person Consume?”	
Week 11 Thu. Oct. 26 (cont.)	Consumption (cont.)	Nash: “On the Subversive Virtue: Frugality”	Group work 4: on consumption
Week 12 Tue. Oct. 31	Indigenous Foodways	De Frece and Poole, “Constructing Livelihoods in Rural Mexico: <i>Milpa</i> in Mayan Culture	

Day	Topic	Readings	Assignments
Week 12 Thu. Nov. 2	Spirituality and water	Duntley, “The Spiritual Campaign against Crystal Geyser,” (2021)	Due in class: Book Reflections
Week 12 Thu. Nov. 2 (cont.)	Spirituality and agriculture	Caraway, “The Spiritual Dimensions of the Permaculture Movement in Cuba” (2018)	In class: Group work 5 on book reflections
Week 13 Tue. Nov. 7	Water and sustainability in Florida	Reading TBA	Guest speaker
Week 13 Thu. Nov. 9	Food systems introduction	Berry, <i>On Farming and Food</i> , “On the Soil and Health” Pollan, “Introduction” in <i>On Farming and Food</i>	Due: Blog post 5
Week 13 Thu. Nov. 9 (cont.)	Food systems (cont.)	Friedberg, <i>Fresh</i> , 1-17.	
Week 14 Tue. Nov. 14	Food and Sustainability	Kemmerer, <i>Eating Earth</i> , Ch. 1, pp. 5-27.	Due: Proposal for Case Study
Week 14 Thu. Nov. 16	Food Activism	Shiva, “Seeds of Freedom”	
Week 14 Thu. Nov. 16 (cont.)	Food Systems Debate	In class: film	In class: Group work 6 on food (debate)
Week 15 Tue. Nov. 21	NO CLASS	(Thanksgiving break Nov. 22-26)	
Week 16 Tue. Nov. 27	Oral Presentations		Due: Blog post 6 on food Group discussion 6: oral presentations
Week 16 Thu. Nov. 30	Oral Presentations		
Week 16 Thu. Nov. 30 (cont.)	Oral Presentations		
Week 17 Tue. Dec. 5	Review	Review for final exam	In class: Case Study due
Week 17 Thu. Dec. 7	No class	Reading Days	

Day	Topic	Readings	Assignments
Fri. Dec. 15	FINAL EXAM	In classroom WEIM1070 12:30 to 2:30 p.m. or by arrangement	

Readings

Text to Purchase (choose one for Book Reflection):

Haberman, David L. (2011). *River of Love in an Age of Pollution: The Yamuna River of Northern India*. University of California Press.

Shiva, V. (2015). *Earth Democracy: Justice, Sustainability, and Peace* (Reprint edition). North Atlantic Books.

Required Provided Readings (Canvas or Internet)

Bauman, W. A., Bohannon, R., & O'Brien, K. J. (2017). Religion: What is it, who gets to decide, and why does it matter? In W. A. Bauman (Ed.), *Grounding Religion: A Field Guide to the Study of Religion and Ecology* (pp. 11–25). Routledge.

Caraway, R. T. (2018). The Spiritual Dimensions of the Permaculture Movement in Cuba. *Religions*, 9(342), 1–18.

De Frece, A., & Poole, N. (2008). Constructing Livelihoods in Rural Mexico: Milpa in Mayan Culture. *The Journal of Peasant Studies*, 35(2), 335–352.

Duntley, M. (2020). Saving Mount Shasta's Sacred Water: The Spiritual Campaign Against Crystal Geyser. In S. E. Silvern & E. H. Davis (Eds.), *Religion, Sustainability and Place: Moral Geographies of the Anthropocene* (pp. 123–147). Palgrave Macmillan.

Friedberg, S. (2009). *Fresh: A Perishable History*. Harvard University Press. Introduction and Epilogue.

Guha, R. (2003). How Much Should a Person Consume? *Vikalpa*, 28(2), 1–11.

Herman, R. D. K. (2020). By Their Fruits Ye Shall Know Them: Religion as Practice. In S. E. Silvern & E. H. Davis (Eds.), *Religion, Sustainability and Place: Moral Geographies of the Anthropocene* (pp. 15–40). Palgrave Macmillan.

Jenkins, W. (2010). Sustainability Theory. In W. Jenkins & W. Bauman (Eds.), *Berkshire Encyclopedia of Sustainability: The spirit of sustainability* (Vol. 1, pp. 380–384). Berkshire Publishing Group.

Kaplan, Martin S. "Will Religions Guide Us on Our Dangerous Journey?" Pages 263–66 in *Moral Ground: Ethical Action for a Planet in Peril*, edited by Kathleen Dean Moore and Michael P. Nelson. San Antonio, TX: Trinity University Press, 2010.

Kemmerer, Lisa. *Eating Earth: Environmental Ethics and Dietary Choice*. Oxford: Oxford University Press, 2015 (ch. 1).

Midgley, M. (1988). Beasts, brutes and monsters. In *What is an Animal?* Routledge.

- Nash, J. A. (1998). On the Subversive Virtue: Frugality. In D. A. Crocker & T. Linden (Eds.), *Ethics of Consumption: The Good Life, Justice, and Global Stewardship* (pp. 416–435). Rowman & Littlefield.
- Paper, J. (2005). Anishnabeg Culture. In B. Taylor (Ed.), *Encyclopedia of Religion and Nature* (pp. 91–94). Continuum.
- Ripple, W. J., Wolf, C., Newsome, T. M., & et al. (2017). World Scientists' Warning to Humanity: A Second Notice. *BioScience*, 67(12), 1026–1028.
- Shiva, V. (2015). *Earth Democracy: Justice, Sustainability, and Peace* (Reprint edition). North Atlantic Books. (selections)
- Vogel, D. (2001). How Green is Judaism? Exploring Jewish Environmental Ethics. *Business Ethics Quarterly*, 11(2), 349–363.
- Zeller, B. E. (2014). Quasi-Religious American Foodways. In *Religion, Food, and Eating in North America* (pp. 294–311). Columbia University Press.
- Regan, Tom. "The Case for Animal Rights." Pages 13–26 in *In Defense of Animals*, edited by Peter Singer. New York: Basil Blackwell, 1985. Available at: <http://www.animal-rights-library.com/texts-m/regan03.htm>
- Singer, Peter. *The Animal Liberation Movement*. Nottingham: Old Hammond Press, 1985. Available at: <https://www.utilitarian.org/texts/alm.html>
- Sponsel, Leslie. "Lynn White, Jr., One Catalyst in the Historical Development of Spiritual Ecology." Pages 89–102 in *Religion and Ecological Crisis: The "Lynn White Thesis" at 50*, edited by Todd LaVasseur and Anna Peterson. New York: Routledge, 2017.
- Taylor, Bron. "Earth Religion and Radical Religious Reformation." Pages 379–386 in *Moral Ground: Ethical Action for a Planet in Peril*, edited by Kathleen Dean Moore and Michael P. Nelson. San Antonio, TX: Trinity University Press, 2010.
- Taylor, Bron. "The Sacred, Reverence for Life, and Environmental Ethics in America," Pages 248–261 in *The Oxford Handbook of Environmental Ethics*, edited by Stephen M. Gardiner and Allen Thompson. Oxford University Press, 2017.
- White, Lynn. "The Historical Roots of Our Ecologic Crisis." *Science*, New Series 155(3767): 1203–07. March 10, 1967.
- Wuebbles, D.J., D.W. Fahey, K.A. Hibbard, B. DeAngelo, S. Doherty, K. Hayhoe, R. Horton, J.P. Kossin, P.C. Taylor, A.M. Waple, and C.P. Weaver, 2017: Executive summary. In: *Climate Science Special Report: Fourth National Climate Assessment, Volume I* [Wuebbles, D.J., D.W. Fahey, K.A. Hibbard, et al. (eds.)]. U.S. Global Change Research Program, Washington, DC, USA, pp. 12–34, doi: [10.7930/J0DJ5CTG](https://doi.org/10.7930/J0DJ5CTG).

Optional Reading

- Catholic Bishops of the Region. (2001). *The Columbia River Watershed: Caring for Creation and the Common Good: An International Pastoral Letter*. Columbia River Pastoral Letter Project. <https://www.wacatholics.org/stay-informed/the-columbia-river-watershed-caring-for-creation-and-the-common-good>

Hansen, J. (2023). *Peer & Public Review of "Global Warming in the Pipeline."*
<http://www.columbia.edu/~jeh1/mailings/2023/Peer+PublicReview.21July2023.pdf>

Taylor, Bron. "The Greening of Religion Hypothesis (Part One): From Lynn White, Jr and Claims That Religions Can Promote Environmentally Destructive Attitudes and Behaviors to Assertions They Are Becoming Environmentally Friendly" *Journal for the Study of Religion, Nature and Culture* 10.3, 268–305, 2016.

Taylor, Bron. "Salmon Speak—Why Not Earth? Center for Humans and Nature
<https://www.humansandnature.org/earth-ethic-bron-taylor>, 2018.

Recommended for Further Study

Jones, Robert P., Daniel Cox, Juhem Navarro-Rivera, "Believers, Sympathizers & Skeptics: Why Americas are Conflicted about Climate Change, Environmental Policy, and Science." Washington, D.C.: Public Religion Research Institute, American Academy of Religion, 2014.

Taylor, Bron. *Dark Green Religion*. Berkeley: University of California Press, 2010.

Taylor, Bron (ed.) *Encyclopedia of Religion and Nature*. Continuum, 2005.

Resources

Films and Documentaries

We will watch short excerpts from a number of films and documentaries in class. Students will be required to watch one of three films outside class and discuss the film they watch in the succeeding blog post: See Canvas for a list of other films of interest.

Clay, Jonathan (Dir.) "Breaking Boundaries: The Science of Our Planet," (Netflix, 2021).

Tickell, Josh and Rebecca (Dir.) "Kiss the Ground" (2020), Roco Films. (Netflix)

Docside Production, & Arte France (Producers), & Guerrini, B. (Director). (2013). *Rio: From Chaos to Sustainability*. [Video/DVD] ZED (Film production). Retrieved from
<https://video.alexanderstreet.com/watch/rio-from-chaos-to-sustainability>

Pumpkin, T. V. (Producer), & . (2011). *Environmental Impacts & Sustainability*. [Video/DVD] Pumpkin TV. Retrieved from <https://video.alexanderstreet.com/watch/environmental-impacts-sustainability>

Websites

ACADEMIC ORGANIZATIONS AND INITIATIVES INVOLVED IN SUSTAINABILITY

[The International Society for Environmental Ethics \(ISEE\)](#)

[International Society for the Study of Religion, Nature and Culture](#)

[International Association for Environmental Philosophy \(IAEP\)](#)

[Center for Environmental Philosophy](#)

[Centre for Applied Ethics](#)

[Environmental Ethics](#) (Journal)

[Environmental Values](#) (Journal)

[Forum on Religion and Ecology at Yale University](#)

[Journal for the Study of Religion, Nature and Culture](#)

Additional resources, such as links to podcasts, music, slideshows, video, music, and websites, will be made available during the course. Students are encouraged to send the instructor their own ideas for resources.